

*California
Commission on Teacher Credentialing*

*Meeting of
June 5, 2003*

AGENDA ITEM NUMBER: **PREP - 2**

COMMITTEE: **Preparation Standards**

TITLE: **Professional Clear Administrative Services Credential
Alternative Beginning Administrator Support Program
Concept Paper**

 Action

 X **Information**

 Report

Strategic Plan Goal(s):

Goal 1: **Promote educational excellence through the preparation and certification of professional educators**

- Sustain high quality standards for the preparation of professional educators
- Sustain high quality standards for the performance of credential candidates

Presented By: **Beth Graybill, Linda Bond and Dale Janssen**

Prepared By:

_____ **Date:** _____
Linda Bond
Director, Governmental Relations Division

_____ **Date:** _____
Beth Graybill
Interim Director, Professional Services Division

_____ **Date:** _____
Dale Janssen
Director, Certification Administration Unit

Authorized By: _____ **Date:** _____
Dr. Sam W. Swofford
Executive Director

**Professional Clear Administrative Services Credential
Alternative Beginning Administrator Support Program
Concept Paper**

**Professional Services Division
June 5, 2003**

Executive Summary

This concept paper for the Commission's consideration proposes one alternative option for earning the professional clear Administrative Services Credential through a program of mentoring, support and assistance.

Fiscal Impact Summary

The Commission budget supports the costs of these activities and no budget augmentation is needed to continue the development of guidelines and implementation of the alternative option.

Policy Issues to be Addressed

Should the Commission continue its efforts to develop an alternative option for earning the professional clear Administrative Services Credential through a program of mentoring, support and assistance?

Professional Clear Administrative Services Credential Alternative Beginning Administrator Support Program Concept Paper

**Professional Services Division
June 5, 2003**

Introduction

The Commission, at its March 2002 meeting, approved an action plan to reform and restructure the preparation requirements for the Administrative Services Credential. Commissioners targeted the following objectives, defined by public input and by statute and regulation:

- Objective 1: Provide greater flexibility to districts in employing individuals for administrative positions at the district level;
- Objective 2: Recast administrator standards, preparation and induction to focus on instructional leadership, and success for all students;
- Objective 3: Authorize alternative, accredited, standards-based routes to the credential, including preparation offered by local school districts;
- Objective 4: Ensure licensure portability for administrators prepared in other states;
- Objective 5: Restructure the professional clear credential requirements to focus on mentoring, support and assistance;
- Objective 6: Allow capable, experienced individuals to demonstrate their knowledge, skills and abilities, consistent with credential requirements, through a combination of written and performance-based measures.

This concept paper for the Commission's consideration is in response to Objective 5: "Restructure the professional clear credential requirements to focus on mentoring, support and assistance."

Multiple Routes to Earning the Administrative Services Credential

At its December 2002 meeting the Commission formally adopted a series of options for earning an Administrative Services Credential. The availability of options applies to both levels of the credential – the preliminary (Tier I) and the professional clear (Tier II).

Prerequisite Requirements

Currently all candidates for a preliminary Administrative Services Credential are required to meet the following prerequisite requirements. These requirements remain as part of the restructured credential.

Candidates for the preliminary Administrative Services Credential must:

- Possess a bachelor's degree from a regionally-accredited institution
- Possess a prerequisite teaching or services credential
- Verify three years teaching or services experience
- Meet California's basic skills and character and identification clearance requirements

Candidates for the professional clear Administrative Services Credential must:

- Hold a preliminary Administrative Services Credential.

Options for Earning an Administrative Services Credential

The options for earning preliminary and professional clear Administrative Services Credentials outlined in the chart below were approved by the Commission and in some instances, such as authorizing the Commission to approve an examination route and to approve alternative program providers, developed by the Commission through its sponsorship of SB 1655 (Scott, Chapter 225, Statutes of 2002.)

<i>Preliminary</i>	<i>Professional Clear</i>
<ul style="list-style-type: none">• University based coursework program• University sponsored internship• Program offered by an alternative (non-university) provider• Passage of a Commission-adopted examination	<ul style="list-style-type: none">• University based preparation program• Program offered by an alternative (non-university) provider• Passage of a Commission-adopted examination• Completion of AB 75 training• Demonstrated mastery of fieldwork performance standards

The standards for program sponsors offering a preparation program for the preliminary Administrative Services Credential were approved by the Commission in April 2003.

Concept for an Alternative Route to the Professional Clear Administrative Services Credential: Mentoring, Support and Assistance for Beginning Administrators

This concept paper for the Commission's consideration targets an alternative route option for earning the professional clear Administrative Services Credential. The option can be offered through a school district, a county office of education, a consortia of districts and/or county offices of education, a university, or a private provider. Providing this option for use in university sponsored programs does not disallow the use of the more traditional university program, it is an alternative to be used according to local needs.

The alternative route brought forward in this concept paper speaks directly to the Commission's emphasis on mentoring, support and assistance for beginning administrators. These administrators often work long hours and are challenged by the day-to-day requirements of their demanding jobs. The following seven basic premises emphasize a pragmatic approach to the development of beginning administrators within the context of their job assignment and their previous and continued learning.

Premise One: The professional clear Administrative Service Credential program is part of a larger credentialing system in which candidates receive solid and extensive preparation based on the California Professional Standards for Education Leaders (CPSELs) during the course of their preliminary credential program.

Premise Two: Professional administrators continue their professional development as part of the professional clear credential renewal cycle.

Premise Three: Candidates are employed in administrative positions.

Premise Four: The program emphasizes applied learning in the beginning administrator's specific work assignment. It features systematic mentoring, support and assistance in a mentoring system that features one-on-one consultation and immediate help and resources in a crisis. In addition, the program offers an organized system of resources available to the new administrator.

Premise Five: The program includes assessment components directly related to the beginning administrator's job requirements to help the new administrator be effective and to demonstrate increased effectiveness at the completion of the two-year period of growth and support. Programs are encouraged to use the competencies included in the CPSELs as a guide in fashioning the assessment components. This assessment will not be tied to employment-related evaluations.

Premise Six: This alternative option for the professional clear Administrative Services Credential includes a program evaluation component. Program data, mentor feedback and candidate feedback form the basis of the program evaluation. The Commission conducts periodic audits, as warranted, to insure that individual programs are meeting state criteria.

Premise Seven: This alternative option can be a fee for service program.

Provider Expectations

Providers will be responsible for verifying to the Commission that they will provide appropriate mentoring, support and assistance to beginning administrators during the administrator's first two years on the job. Based on local provider certification:

- Providers will be responsible for verifying to the Commission that they have met specific and appropriate qualifications for mentors.
- Providers will be responsible for verifying to the Commission that they have met criteria for appropriately matching the mentor and beginning administrator in relation to the job assignment of the beginning administrator.
- Providers will be responsible for verifying to the Commission that they have met a set of guidelines to enable mentors to provide effective and appropriate support and assistance to beginning administrators.
- Providers will be responsible for verifying to the Commission that mentors will be scheduled to meet routinely with the beginning administrator assigned to them. Various types of communication can be used to appropriately support the candidate.
- Providers will be responsible for verifying to the Commission that a mentor will be available to assist beginning administrators in a crisis or sensitive situation that occurs outside of the routine meeting schedule. Various types of communication can be used to appropriately support the candidate.
- Providers will be responsible for verifying to the Commission that a variety of "guides", aside from the assigned mentor, with expertise in specific areas, will be available to

beginning administrators to assist with specific requests for help or information. Various types of communication can be used to appropriately support the candidate.

- Providers will be responsible for verifying to the Commission that they will provide a list of resources to help beginning administrators support their faculty, students and families.
- Providers will be encouraged to provide a communication network to enable beginning administrators to share experiences and discuss issues with their peers.

Assessment:

The alternative option for the professional clear Administrative Services Credential will have an assessment component intended to determine the individual beginning administrator's needs and increased effectiveness over time. A second assessment component will provide information regarding the administrator's increased effectiveness as a result of the local program. This alternative option will include statewide data and feedback regarding the effectiveness of programs and to provide data-based evidence for future design changes.

- Providers will be responsible for verifying to the Commission that they have a streamlined, ongoing process to enable the beginning administrator to focus on areas in which he/she needs further support to be effective in the job assignment.
- Providers will be responsible for verifying to the Commission that there is a mechanism for candidate pre and post assessment, related to the candidate's job, to first, help guide the mentor and the beginning administrator and second, to provide evidence of increased effectiveness. Providers will be encouraged to use the CPSELs as a guide in fashioning the assessment components. This assessment will not be tied to employment-related evaluations but can be used by the program to help determine program effectiveness.
- Providers will be responsible for verifying to the Commission that there is a self-assessment component in which beginning administrators describe their job responsibilities and challenges. This assessment will not be tied to employment-related evaluations but can be used by the program to help determine program effectiveness.
- Providers will be responsible for verifying to the Commission that there are systematic opportunities for program mentors to provide feedback regarding which components of the program work well and which components need improvement.
- Providers will be responsible for verifying to the Commission that there is a local program improvement component that includes examining candidate and mentor feedback to provide program improvements and to justify maintaining effective aspects of the program.
- Providers will be responsible for verifying to the Commission such data as the number of mentors, the number of participants, and the local assessment results.
- Providers will be responsible for providing the Commission with additional information regarding mentor and candidate feedback upon the Commission's request.

Commission Responsibilities

Commission staff will be responsible for:

- Developing program guidelines for this option.
- Insuring that program providers have certified that all guidelines are met.
- Collecting program data.
- Conducting periodic program audits, as warranted, and reporting the results of the audits to the Commission.

Conclusion

At the Commission's direction, staff has developed concepts for an option to earn the professional clear Administrative Services Credential through a systematic program of mentoring, support and assistance. The option is based upon a system of professional support and assistance with an emphasis on applied learning at this stage in the beginning administrator's career.

